

Columbia Heights Educational Campus
2016-2017
High School Course Catalog



3101 16th Street NW
Washington, DC 20010

Chec's Mission Statement

All students who graduate from our Dual Language Immersion Early College Campus will be prepared to succeed in college and as leaders in the quest for social justice. We develop intellectually curious scholars who are articulate communicators in two languages, critical thinkers, and consumers, cultural ambassadors, and contributing community members.

Our students, develop positive habits that build physical and mental health. They demonstrate perseverance, ethics and character in the pursuit of excellence. Our school community unites family members, students, and staff as partners in learning.

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Making The Most of a World Class Education...

At DCPS, we know that excellent teachers and principals are the key to ensuring a superior education for the children of the District of Columbia. That's why we are committed to honoring our outstanding educators and to recognizing the extraordinary efforts they make every day on behalf of their students.

The mission of DC Public Schools is to ensure that every DCPS school provides a world-class education that prepares ALL of our students, regardless of background or circumstance, for success in college, career, and life.

Getting started

The purpose of this course description catalog is to describe in general terms the courses taught at Columbia Heights Educational Campus (Bell). This course catalog should be used to assist in the planning of student's individual program of study. It is the responsibility of each student and his/her family to ensure that graduation requirements are met. Such requirements are based on the year a student enters our campus. School counselors can assist in this process by providing up to date information regarding current interest and long term goals to include post-secondary plans. School counselors review graduation /requirements/plans individually with students and schedule courses with student's interest as well as ability in mind.

Placement/ Promotion Procedure

Recommendations concerning instructional placement of students are the responsibility of the teacher and other professional staff directly involved with the student. Final decisions concerning placement, rest with the principal. Promotion is based on the guidelines:

- Students who are new the country shall be placed in 9th grade and scheduled accordingly.
- Students are placed in courses based upon performance, academic needs, graduation requirement, ability and previous credits earned.

Grade Placement/Classification includes:

- 9th grade: Successful acceptance to the campus
- 10th grade: Successfully earning 8 credits (must pass English, Biology and Algebra 1).
- 11th grade: Successfully earning 16 credits (must have passed English II)
- 12th grade:

Course Requirements

All students will have to complete a set of required core classes in math, science, social studies, English, physical education and other subjects to also include community service hours. Students need to work closely with their school counselor to explore their options.

Electives

In addition to the core courses required for graduation, Columbia Heights Educational Campus offers electives in the hopes of extending and enriching the students overall interest.

Graduation Requirements

A Carnegie unit is awarded upon the successful completion of a course. One (1) Carnegie unity is equivalent to 120 hours to 150 hours of instruction earned over a period of 36 weeks in the District of Columbia public Schools. Academic and other electives may be applied towards courses designed to prepare students for requisite exams like DCCAS and SAT.

Course Withdrawal

If a student plans to withdraw from Bell, he or she must:

- Inform his/her counselor.
- Have an exit interview with the principal of the school or the SLC administrator. If the student is under 18, his/her parent must also meet with the principal/designee.
- Return all books and other materials belonging to the school.

Placement and Scheduling

Each student's schedule of classes is based upon:

- Transcripts from previous schools.
- Results of English, Math, Reading Diagnostics, and ACCESS Placement test results.
- Courses needed for promotion or graduation.
- Courses requested by students or parents
- Interest in Career clusters.
- DC-CAS test results.

Counselors, teachers, and administrators spend many hours creating the right schedule for each student. Once a schedule is issued to the student, it may only change under the following conditions:

- The student or parent fills out a request for Course Correction Form, and obtains the approval of his/her counselor, parent, teacher and grade level administrator, and the principal.

The request meets one of the accepted criteria for a course correction:

- The course has already been taken and passed
- The course is out of sequence
- The course level and requirements are not in line with the student's academic needs and progress
- The student needs another course in order to stay on target with promotion and/or graduation
- The course pre requisite for this course was failed.
- The course was passed in summer school
- An employer or college partner recommends (in writing) a course that is required for success on the job or in college.

Community Service 175 Hours (25 per year starting in 6th grade)	0	Units
Senior Portfolio Presentation	0	Units
English (each year 2 credits will be awarded for English) All students must take Multicultural Literature in the first semester and the required English course in the second semester	5(req) Up to 6 or more can be earned	Units
Foreign Language (of same language)	2	Units
D.C. History (to be offered at the 12th grade with US Government)	0.5	Units
World History and Geography	2	Units
U.S. History	1	Unit
U.S. Government	0.5	Units
Mathematics (All students must take a math course every semester through the end of the 11th grade. All students MUST complete Pre-Calc or Probability and Statistics II)	5	Units
Science	4	Units
Health and Physical Education	1.5	Units
Art	0.5	Units
Music	0.5	Units
Capstone 11 and 12 (including presentation)	1	Unit
College/career Prep Electives	2	Units
Electives	2	Unit
80 Hours of Internship	0.5	Units
Total	28	Units

Columbia Heights Educational Campus

“Ready to Go CHEC List”

Columbia Heights Educational Campus Credit Check 2016-2017

Name _____ Academy _____

Course name Grade/Passed

ACADEMY ELECTIVES/College Prep (2)

ART (.5)

General Art or other	
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CAPSTONE 11/12

Capstone 11 (.5)	
Capstone 12 (.5)	

ELECTIVE (1)

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ENGLISH (6)

English 9	
English 10	
English 11/AP Lit	
English 12/AP Lang	

FOREIGN LANGUAGE (2 Levels of same language Required)

1 st Choice	2 nd Choice

Health and Physical Education

PE 1 (.5)	
PE 2 (.5)	
Health Education (.5)	

HISTORY (5)

World History I	
World History II/Geo	
US History	
US(.5) & DC(.5) Govt	

MATHEMATICS (5) (* required)

*Algebra I	AP Calculus
*Geometry	AP statistics
*Algebra II/Trig	
Plane Trig and/or Probability & Statistics	
Pre-Calc/Elementary Functions	

MUSIC (.5)

General Music	
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SCIENCE (4) (*required)

*Biology	Anatomy & Physiology
*Chemistry	AP Chemistry
Physics	AP Physics
Environmental Science and or AP Env Sci	

Internship (80 Hours Total)(.5)

Internship Hours	
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Community Service (175 Hours Total)

Comm Service Hours	
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Senior Portfolio Presentation

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9th Grade

<u>Semester One</u>		<u>Semester Two</u>	
<u>Class</u>	<u>Credits</u>	<u>Class</u>	<u>Credits</u>
<u>E04- English I</u>	<u>1.0</u>	<u>EX1- Extended Literacy 9</u>	<u>1.0</u>
<u>S21- Biology</u>	<u>1.0</u>	<u>HC5- World History I</u>	<u>1.0</u>
<u>M33-Geometry Part A</u>	<u>1.0</u>	<u>M34- Geometry Part B</u>	<u>1.0</u>
<u>AD1- Painting and Drawing I</u>	<u>0.5</u>	<u>U13- General Music</u>	<u>0.5</u>
<u>PE1- Fitness & Lifetime Sports</u>	<u>0.5</u>	<u>PE2- Fitness & Lifetime Sports</u>	<u>0.5</u>

<u>Total credit hours for Freshman year:</u>	<u>8</u>
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10th Grade

<u>Semester One</u>		<u>Semester Two</u>	
<u>Class</u>	<u>Credits</u>	<u>Class</u>	<u>Credits</u>
<u>E04- English II</u>	<u>1.0</u>	<u>EX1- Extended Literacy 10</u>	<u>1</u>
<u>S31- Chemistry</u>	<u>1.0</u>	<u>HC6- World History II</u>	<u>1</u>
<u>M41- Algebra II</u>	<u>1.0</u>	<u>M49- Plane Trigonometry</u>	<u>1</u>
<u>L31- Italian I</u>	<u>1.0</u>	<u>L32-Italian II</u>	<u>1</u>
<u>Total credit hours for Sophomore year:</u>			<u>8</u>

11th Grade

<u>Semester One</u>		<u>Semester Two</u>	
<u>Class</u>	<u>Credits</u>	<u>Class</u>	<u>Credits</u>
<u>E05- English III</u>	<u>1.0</u>	<u>E08- AP English Language</u>	<u>1.0</u>
<u>S05- AP Environmental Science</u>	<u>1.0</u>	<u>HC7- U.S. History</u>	<u>1.0</u>
<u>M64- AP Calculus</u>	<u>1.0</u>	<u>M54 – AP Calculus</u>	<u>1.0</u>
<u>IC1 – Carpentry 1</u>	<u>1.0</u>	<u>Y71 - Capstone 11</u>	<u>.5</u>
		<u>Y95 - SAT Prep</u>	<u>.5</u>
<u>Total credit hours for Junior year:</u>			<u>8</u>

12th Grade

<u>Semester One</u>		<u>Semester Two</u>	
<u>Class</u>	<u>Credits</u>	<u>Class</u>	<u>Credits</u>
<u>E06-English IV</u>	<u>1.0</u>	<u>E07- AP English Lit. & Comp.</u>	<u>1.0</u>
<u>S22- AP Biology</u>	<u>1.0</u>	<u>S23- AP Biology</u>	<u>1.0</u>
<u>HQ1 – Human Geography</u>	<u>1.0</u>	<u>DM2 – Web Design</u>	<u>1.0</u>
<u>Y72- Capstone 12</u>	<u>0.5</u>	<u>HC9 - DC History</u>	<u>0.5</u>

<u>HC8 - U.S Government</u>	<u>0.5</u>	<u>P26 – Health Education</u>	<u>0.5</u>
<u>Total credit hours for Senior year:</u>			<u>8</u>

This snapshot represents an average students' four years at CHEC. Specific course enrollment is dependent on courses completed prior to entering high school, language ability and other academic needs.

Post-Secondary Planning Timeline “Ready to Go”

9th Grade

Investigate	Create
High school graduation requirements	Personal portfolio - gather your report cards, evidence of awards and honors and a list of school and community activities
Interests as they relate to careers	Personal goals using the Naviance Program
Personal strengths	
Skills you have and those which you need to build	
Early College Program	
Action	
Take challenging courses	
Meet with your school counselor to discuss post-secondary goals	
Read as much as you can from a variety of materials	
Prepare/take the PSAT 8/9 Oct. 19th	
Volunteer/community service	
Participate in extra-curricular activities	

10th Grade

Investigate	Create
Career Options	Update your personal portfolio throughout the school year
College entrance requirements	Create a resume using Naviance
The cost of post-secondary education	Update and modify your personal goals as needed
AP Courses	
Early College Program	
Action	
Continue to take challenging courses- honors or AP	
Meet with your school counselor to evaluate your performance as it pertains to future goals	
Read as much as you can from a variety of materials	
Take the PSAT and/or PLAN tests	
Continue completing volunteer/community service hours	
Start saving money for college needs	
Participate in extracurricular activities	

11th Grade

Investigate	Create
College options and the application process	Update personal goals
NCAA clearinghouse for potential athletes	Update personal portfolio
Personal traits and how they relate to future plans	Finalize and update your resume in the Naviance Program
Early College Program	
Action	

Continue to take challenging courses to include AP
Take the PSAT in the Fall-Oct 19,2017
Take the SAT in the Spring
Form relationships with your teachers and determine who you may ask for a letter of recommendation
Participate in extra-curricular activities and consider options for leadership within organizations
Attend college fairs
Visit college campuses during spring break
Meet with your school counselor and begin to finalize your post-secondary plan(s)

12th Grade

Investigate	Create
College entrance requirements	Update your personal portfolio throughout the school year
College application deadlines	Finalize your resume using Naviance
Financial aid deadlines	Finalize your personal goals
Scholarship options	
College Majors	
Community College/Trade School Options	
Action	
<p>June- August</p> <ul style="list-style-type: none"> • Prepare for the SAT/ACT • Practice completing online applications • Practice college essays and ask family, friends and teachers to review your writing • Decide if you will apply to college early • Work part-time, volunteer or intern <p>September</p> <ul style="list-style-type: none"> • Meet with your school counselor to complete your Letter of Understanding • Register for the fall SAT/ACT tests • Search for colleges and make a plan for meeting application deadlines • Request letters of recommendation from teachers and family friends <p>October-December</p> <ul style="list-style-type: none"> • Take the SAT I/II/ACT again • Request recommendations from teachers • Apply to colleges <p>January-March</p> <ul style="list-style-type: none"> • Complete the FASFA with your parents • Complete scholarship applications • Continue to apply to colleges <p>April</p> <ul style="list-style-type: none"> • Review college acceptance decisions and finalize your college choice • Notify your selected school by sending letter of commitment and submitting a deposit check • Review and Financial aid packages and scholarship awards with your parents • Study for AP exams <p>May</p> <ul style="list-style-type: none"> • Take AP Exams • Send Thank you notes to people who wrote letters of recommendations for you <p>June</p>	

- Inform your school counselor of any earned scholarships
- Inform your school counselor about your final post secondary plans
- Attend any orientations and register

Course Offerings/Descriptions

Arts

VISUAL ARTS COURSES LEVEL 1

Imaging A (AP1) .5 Credit Art A (A05) .5 Credit 9 weeks - Fulfills Graduation Requirement Students should request to enroll in this class. Students will learn how to operate, manipulate and maintain a digital SLR camera. They will learn compositional strategies related to photography. Students will produce a portfolio of images that demonstrate technical and aesthetic competence in creative modes and manual modes of the Canon Rebel T3i.

Sculpture A (AS1) .5 Credit 9 weeks - Fulfills Graduation Requirement Students should request to enroll in this class. Students will learn the principles of three-dimensional design and apply those principles to sculptural projects. Student will use media ranging from paper mache, plaster to ceramics. Students should have an interest in working three dimensionally.

Drawing & Painting A (AD1) .5 Credit 9 weeks - Fulfills Graduation Requirement Students should request to enroll in this class. Students will learn both expressive and representational drawing techniques. Students will work with traditional wet and dry media and non-traditional media. Students will be introduced to linear and nonlinear perspective, color theory, contemporary trends in painting and drawing.

Art A (A05) .5 Credit 9 weeks - Fulfills Graduation Requirement Students who do not request enrollment in specific Visual Art Course should be placed in this course. Students learn basic color theory, drawing skills and design applications.

VISUAL ARTS COURSES LEVEL 2

Imaging B (AP2) .5 Credit 9 weeks - Students should have taken AP1 prior to enrollment in this course. Students should know how to operate, manipulate and maintain a digital SLR camera before they enter this course. They will build on compositional strategies related to photography and incorporate new

digital media. Students will be introduced to the Adobe Create Suite and advanced visual settings on the Canon Rebel. Students will create a portfolio of edited RAW file images.

Sculpture B (AS2) .5 Credit 9 weeks - Students should have taken AS1 prior to enrollment in this course. Students should have experience applying the principles of three-dimensional design into sculptural projects ranging from collaborative installation to design solutions. Student will use media traditional and non-traditional media to create sculptures. Students should have a strong interest in working three dimensionally.

Drawing & Painting B (AD2) .5 Credit 9 weeks - Students should have taken AD1 prior to enrollment in this course. Students will practice expressive and representational drawing techniques. Students will work with traditional wet and dry media and non-traditional media guided by personal exploration. Students will be introduced to alternative drawing techniques and incorporating digital media with drawing.

VISUAL ARTS COURSES LEVEL 3

Ceramics (A19) 1 Credit 18 weeks - Students should have taken AS1 and or AS2 prior to enrollment in this course. Students will learn in depth the properties of clay. Student will learn the three hand building ceramic techniques and apply them to projects in this course. Students will be introduced to throwing on the potter's wheel and basic casting and mold making techniques. Students in this course will be prepared to take AP Studio Art 3D Design.

Drawing & Painting II (A94) 1 Credit 18 weeks - Students should have taken AD1 and or AD2 prior to enrollment in this course. Students will build representational drawing and painting techniques and apply skills to a portfolio focused on a theme of exploration. Students will explore contemporary trends in painting and drawing and create work based on exploration. Students will be introduced to a variety of media and techniques and will have the freedom to apply and develop skills in a self-directed manner.

AP Studio Art 2D Design (A89) 1 Credit Year Long Commitment - Paired with another semester course
Prerequisites required- At least 1.5 credits in art coursework prior to yearlong commitment Students in this course are required to concurrently enroll in Design I and II semester one and two at 8am. The first semester of this commitment should be an advanced 2D design course for example Painting and Drawing II or Printmaking. Students enrolled in this course will complete an AP 2D Design Portfolio that includes between 24-29 Portfolio Products total. Students enrolling in this course will be required to attend school at 8am daily, Saturday School from January to May and open studio hours twice a week for two hours.

AP Studio Art 3D Design (A90) 1 Credit Year Long Commitment - Paired with another semester course
Prerequisites required- At least 1.5 credits in art coursework prior to yearlong commitment Students in this course are required to concurrently enroll in Design I and II semester one and two at 8am. The first semester of this commitment should be an advanced 3D design course for example Ceramics. Students enrolled in this course will complete an AP 3D Design Portfolio that includes between 16-21 Portfolio

Products total. Students enrolling in this course will be required to attend school at 8am daily, Saturday School from January to May and open studio hours twice a week for two hours.

AP Studio Art Drawing (A88) 1 Credit Year Long Commitment - Paired with another semester course
Prerequisites required- At least 1.5 credits in art coursework prior to yearlong commitment Students in this course are required to concurrently enroll in Design I and II semester one and two at 8am. The first semester of this commitment should be an advanced 2D design course for example Painting and Drawing II or Printmaking. Students enrolled in this course will complete an AP Drawing Portfolio that includes between 24-29 Portfolio Products total. Students enrolling in this course will be required to attend school at 8am daily, Saturday School from January to May and open studio hours twice a week for two hours.

Business/CTE

Hospitality and Tourism

Principles of Hospitality and Tourism (AOHT) (DG1) 0.5 credit

This is the first course students take in the Academy of Hospitality & Tourism and provides an overview of the current hospitality and tourism industry. Students learn about the history of the industry, explore traveler motivation and consumer needs, the industry's economic and environmental impacts, domestic and international travel, and sales in tourism. Finally, students explore careers in the hospitality and tourism industry.

Delivering Great Customer Service (AOHT) (DG2) 0.5 credit

This course introduces students to the concept of service as a critical component of a hospitality or tourism business. Students analyze both good and poor customer service in a variety of contexts and through various methods. Students explore communication skills and strategies, and they use a problem-solving perspective to understand barriers to communication and good service. They learn various means of measuring the quality of service and explore careers that focus on customer service.

Event Planning (AOHT)(DH7) 0.5 credit

This course introduces students to the skills and knowledge required in the event planning profession. After studying the steps involved in planning a special event, students learn about event planning in sports. They then examine the unique requirements of event planning in entertainment and the performing arts. Students gain valuable experience in project management that can be applied to any career path. They also examine careers in the field of event planning.

Geography for Tourism (AOHT)

This course introduces students to the importance of geography in the hospitality and tourism industry through the study of travel or "destination" geography. It introduces students to the concepts and vocabulary of geography as they explore the world's geographic regions, focusing on factors that create

desirable travel destinations: weather/climate, physical features, cultural elements, and historical interest. Students apply their understanding of these factors to a detailed analysis of one country from a travel geography standpoint.

Hospitality Marketing (AOHT) (DS2) 0.5 credit

Hospitality Marketing introduces students to the objectives, strategies, and tools that are important to marketing in the hospitality industry, expanding on topics introduced in Principles of Hospitality and Tourism. Students learn about each phase of marketing and the wide range of options that all marketing managers and business owners consider as they create, or revise, marketing plans. Students also explore career opportunities in the field of hospitality marketing.

Intro Digital Media Level I (DM1) 1 credit

This is the first course in the Digital Media Pathway, engaging students through design of real world projects utilizing the Adobe Creative Suite software such as Photoshop, Illustrator and InDesign. These projects encourage students to use the elements and principles of design, strengthen conceptual skills and foster a strong understanding of typography.

Web Design (DM2) 1 credit

This optional course in the Digital Media pathway teaches graphic design principles and their application to more complex and comprehensive interactive media design. Experimentation, research, conceptual thinking are emphasized as a design process that address both functionality and aesthetics. Interface design and production tools are applied to the basic concepts and principles of user experience. Production tools like HTML, CSS, and relevant software will be employed.

Computer Applications I (V02) 0.5 credit

This elective course introduces students to business computer programs. These programs may include word processing, database, and spreadsheets.

Hon Computer Science Principles Level I (V45) 1 credit

This is a Level I course in the Computer Science career pathway and an optional course in the Engineering pathway. This course uses the "Project Lead the Way" curriculum and is a College Board-approved implementation of AP CS Principles. Using Python® as a primary tool and incorporating multiple platforms and languages for computation, students will develop computational thinking, generate excitement about career paths that utilize computing, and be introduced to professional tools that foster creativity and collaboration. Projects and problems include app development, visualization of data, cybersecurity, and simulation.

Computer Science Concepts (V38) 0.5 credit

This course is designed to introduce students to computer science in a condensed introductory course. The course does not focus on learning a particular software tool or programming language, but rather focuses on the conceptual ideas of computing so students understand why certain tools or languages might be utilized to solve particular problems. Students will be introduced to topics such as interface design, robotics, computers' strengths and limitations, as well as societal and ethical issues.

Electives

Build (B23) 1 credit

Students in this course will acquire the basic skills, knowledge and information needed to start their own small business such as how to write a business plan, technology and team building skills and critical thinking skills. Students will compete in a business plan competition and work with mentors from the local business community. BUILD is a four-year program, beginning with this 9th grade course and progressing to an afterschool program in the 10th to 12th grades.

Carpentry 1 (IC1) 1 credit

This is the first course in the Carpentry career pathway sequence. This sequence of courses prepares students for a career in the carpentry trade. Students will be introduced to basic carpentry concepts, and will be able to safely use basic carpentry hand and power tools.

Carpentry 2 (IC2) 1 credit

This is the second course in the Carpentry career pathway sequence. This sequence of courses prepares students for a career in the carpentry trade. Students will study floor and wall systems, including framing basics. Students will be able to safely apply and reinforce the basic carpentry concepts.

Reading Workshop I (E11) 1 credit

This course is designed to provide differentiated reading intervention to students needing literacy support. Students may take this one-credit elective course twice and are expected to hone foundational literacy skills.

Reading Workshop II (E12) 1 credit

This English course is designed to provide differentiated reading intervention to students needing literacy support. Students may take this one-credit elective course twice and are expected to hone fundamental literacy skills. No prerequisite.

Cosmetology 1A (KC4) 1 credit

This course is part one of a two-part introductory course in the Cosmetology career pathway. This first-semester course may be taken by students wishing to explore the cosmetology career pathway or by students intending to enroll in the entire three-year sequence of courses. In this course, students are introduced to the history of cosmetology and explore the opportunities for related careers. Students learn about the characteristics of hair, product selection, and basic elements that determine hair growth, health, and appearance. Principles and practices of sanitation and infection control are introduced. Through classroom instruction and hands-on application, students learn techniques in hair styling and braiding as well as manicures and pedicures. This course also promotes the development of a professional image through appearance, poise, human relations, punctuality, dependability, and business ethics.

Cosmetology 1B (KC5) 1 credit

This course is part two of a two-part introductory course in the Cosmetology career pathway. This second-semester course may be taken by students wishing to explore the cosmetology career pathway or by students intending to enroll in the entire three-year sequence of courses. In this course, students are introduced to the history of cosmetology and explore the opportunities for related careers. Students learn about the characteristics of hair, product selection, and basic elements that determine hair growth, health, and appearance. Principles and practices of sanitation and infection control are introduced. Through classroom instruction and hands-on application, students learn techniques in hair styling and braiding as well as manicures and pedicures. This course also promotes the development of a professional image through appearance, poise, human relations, punctuality, dependability, and business ethics.

English/Language Arts

English I (E03) 1 credit

This English course builds upon the literary knowledge and language skills covered in English 8. Students will learn the elements of analytical reading and literary analysis. Students will be able to write structured paragraphs, short compositions, letters, narratives, and at least one research project using appropriate technology.

English II (E03) 1 credit

This English course builds upon the literary knowledge and language skills covered in English I. Students will learn literary genre, critical reading, and literary analysis. Students will be able to write expository, narrative, persuasive, and descriptive compositions based on readings and research.

English III (E05)/ AP English Language & Composition (E08) 2 credit

This English course builds upon the literary knowledge and language skills covered in English II. Students will learn classical and contemporary literature with an emphasis on American works. Students will be able to write arguments, informative/explanatory works and narratives in response to readings and research.

AP English Language & Composition is a reading and writing course based on the assumption that reading and writing are skills and that any skill can be improved through guided practice. The class is designed to give you that guidance and practice so that, no matter what level of skill you start with, you can improve the reading and writing skills you have already acquired and, over the course of the year, become a better, more confident reader and writer. In addition, the course will help you prepare for the kinds of writing you will be asked to do in your college education and chosen careers.

The emphasis on argument and persuasion in AP English Language & Composition does not mean an emphasis on confrontation and controversy. Instead, it means an emphasis on the art of making a case for a position, on substantiating and explaining the grounds you have for a claim or an opinion in a way that can convince others. That awareness of others, of the need to find common ground with the potential readers or audience for your writing, beginning with your classmates, will be a dimension of all your assignments.

English IV (E06)/ AP English Literature & Composition (E07) 2 credit

This English course builds upon the literary knowledge and language skills covered in English III. Students will study multicultural and world classical and contemporary works with an emphasis on British literature. Students will be able to write well-developed arguments, informative/explanatory works, book and media reviews, and a documented paper, using appropriate technology.

AP English Literature and Composition is designed to prepare students for college level reading and writing assignments, and follows the curricular requirements in the AP English course description. In the spring, students will take the AP Literature and Composition Exam on May 4th, 2016. A student who scores a 3, 4, or 5 on this exam will receive free college credit at most colleges and universities. Our theme for the year is "Building identity and tearing it down: stories about people trying to find -- or escape -- their place in society." Through studying a variety of authors from many cultures, students will learn to develop sophisticated analysis of literary and expository texts of quality and depth. The units are organized using an in-depth genre study with a reader's/writer's workshop model. Students will be *reading, writing* and *thinking* on a daily basis in this course.

Extended Literacy 9 (EX1) 1 credit

This English course is designed as an elective for incoming 9th grade students who are struggling with literacy. Students will develop comprehensive literacy skills, including vocabulary skills, comprehension skills, advanced reading skills, and reading for study. Vocabulary skills include dictionary use, word components and etymology, context clues, and multiple meanings of words. Comprehension skills include main ideas and support words signaling key concepts. Advanced reading skills include critical reading and reading efficiency. Reading for study includes effective textbook study methods, outlining, study mapping, summarizing, and textbook graphics. Student enrollment in the course should be based on teacher recommendation and reading assessment scores.

Extended Literacy 10 (EX2) 1 credit

This English course is designed as an elective for 10th grade students who are struggling with literacy. Students will develop comprehensive literacy-analysis skills, vocabulary skills, and reading comprehension based on content-area readings. Students will be able to apply "reading to learn" strategies to complex academic texts. Student enrollment in the course should be based on teacher recommendation and reading assessment scores."

Newc Engl Lit Devt I (F04) 0.5 credit

This ESL course is designed for entering English language learners (WIDA English language proficiency level 1) who have little to no prior knowledge of the written English language. The course supports the continued development of students' understanding of the English language with an emphasis on the beginning reading and writing skills. Students will explore fictional and informational texts that are adapted and/or modified so as to engage students in exploring and analyzing themes appropriate to their grade level as they continue through the early stages of developing English language literacy. The course will be aligned to the WIDA English Language Proficiency Standards and CCSS, as appropriate to the students' English language proficiency levels.

New Engl Lit Devt II (F05) 0.5 credit

This ESL course builds on students' experience in F04, continuing an emphasis on the development of beginning reading and writing skills. (In an alternating A-Day/ B-Day schedule, the two courses, F04 and F05, should be scheduled simultaneously to allow for maximum language support of students' literacy development.) Students will explore fictional and informational texts and engage in written tasks that are aligned with CCSS while differentiated to support the needs of the ELLs appropriately. Students will engage in producing extended responses using language with increasing complexity. The course will be aligned to the WIDA English Language Proficiency Standards and CCSS, as appropriate to the students' English language proficiency levels.

Engl Second Lang I (F07) 1 credit

This ESL course teaches the English language with an emphasis on continuing the development of basic interpersonal communicative skills and building academic vocabulary as students build upon their listening, speaking, reading, and writing skills. Designed for entering-beginning English language learners (WIDA language proficiency levels 1-2), this course includes content from both social and academic contexts, as aligned to CCSS standards, curriculum, and instruction in English language arts,

mathematics, science, and social studies. The course will also be aligned to the WIDA English Language Proficiency Standards, as appropriate to the students' levels

Engl Second Lang II (F09) 1 credit

This ESL course continues the process of developing English language listening, speaking, reading, and writing skills. Designed for beginning-developing English language learners (WIDA language proficiency levels 2-3), the students acquire more cognitive academic language as well as expanded interpersonal communication skills. This course includes content from both social and academic contexts, as aligned to CCSS standards, curriculum, and instruction in English language arts, mathematics, science, and social studies. The course will also be aligned to the WIDA English Language Proficiency Standards, as appropriate to the students' levels. Students will engage in the exploration of and use of language structures with increasing linguistic complexity, vocabulary that includes more technical language related to the content areas, and communication that is increasingly comprehensible and fluent.

Engl Second Lang III (F12) 1 credit

This ESL course provides language support for developing-expanding English language learners (WIDA language proficiency levels 3-4) enrolled simultaneously in English I (E03L/ E03). Students will continue to build their understanding of cognitive academic language as well as interpersonal communication skills. This course is aligned to CCSS standards, curriculum, and instruction, with specific focus on the literary elements, technical vocabulary, and genres of text explored through the English I course. The course will also be aligned to the WIDA English Language Proficiency Standards, as appropriate to the students' levels. Students will engage in the exploration of and use of language structures with increasing linguistic complexity, vocabulary that includes more technical language related to the content areas, and communication that is increasingly comprehensible and fluent.

Literacy Across Continents (E69) 0.5 credit

This English course surveys the historical development of ethnic American literature from its origins to modern times. Students will read, discuss, and write on African American, Hispanic American, Asian American, and Native American literature, seeking commonalities and an understanding of the different contributions of each ethnic group. Students will analyze a variety of genres, including the novel, drama, poetry, short story, nonfiction, and others. Completion of several short papers and one longer documented paper of 500-800 words is also required.

Journalism (E42) 1 credit

This Journalism course exposes students to techniques of writing for a newspaper or magazine. Students will study theories and procedures of journalism and examine all aspects of newspaper publication (gathering, writing, editing, displaying the news, and using technology) and other mass media.

Read 180 (NI2 - Reading Workshop HS) 1 credit

Read 180 is an intensive reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading and writing skills.

Mathematics

Math Skills & Fluency I (F40) 1 credit

This ESL Math course is an intensive course designed for students who have experienced interrupted formal schooling. The course teaches students the academic language and language structures, in both English and Spanish, needed to understand content and be successful in a math class. Students will develop a strong foundation in basic number sense and the four operations as they apply to real world situations and contextualized problems. Students will be able to engage in problem solving around time, measurement and money.

Math Skills & Fluency II (F41)

This ESL Math course is an intensive course designed for students who have experienced interrupted formal schooling and will build on the skills developed in Math Skills and Fluency I. The course teaches students the academic language and language structures, in both English and Spanish, needed to understand content and be successful in a math class. Students will develop a deeper foundation in basic number sense and the four operations as they apply to real world situations and contextualized problems. Students will be able to engage in problem solving around time, measurement and money, and pre-algebraic concepts will be introduced.

Algebra I A (M23) 1 credit

This Algebra I course is broken into semester compliments. Algebra I-A is the first segment of a traditional course broken into a two-part yearlong course. The concept of a function is emphasized throughout the course. Topics include: (1) operations with real numbers, (2) linear equations and inequalities, (3) relations and functions, (4) polynomials, (5) algebraic fractions, and (6) nonlinear equations.

Algebra I B (M24) 1 credit

This course is the required Algebra I-A compliment for course completion and credit. Algebra I-B is the second segment of a traditional course broken into a two-part yearlong course. Students will continue to build upon their conceptual knowledge from Algebra I-A through the study of quadratic functions and equations; and exponential functions and expressions. Students will know how to multiply and factor polynomials; to solve polynomial equations, radical expressions and their equations; and work with rational expressions and equations. In addition, students will study trigonometric ratios.

Algebra II & Trigonometry (M41) 1 credit

This Math course explores functions algebraically, as well as numerically and graphically, using technology and manipulatives. The student will know the concepts of complex numbers, matrices, systems of equations and inequalities, sequences and series, probability using permutations and combinations, and trigonometry.

Probability & Stats II (M37)/ AP Statistics (M64) 2 credit

This Math course introduces statistics topics that include many real-world applications. Students will learn techniques necessary to run a statistical test for a final project. Students will also gather and organize data, and then analyze and interpret this data incorporating skills learned throughout the semester.

This Math course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will study four broad conceptual themes: exploring data; sampling and experimentation; anticipating patterns; and statistical inference. Participation in AP professional development is required to teach an AP course.

Elementary Func & Analytical Geo (M52) 1 credit

This Math course further develops and integrates the major math strands of algebra, geometry, and trigonometry. It includes advanced units of study in elementary algebraic and transcendental functions; circle and triangle trigonometry; two- and three- dimensional vectors; matrices, determinants and fractals; polar coordinates and complex numbers; sequences and series; and an introduction to the calculus concepts of limits and derivatives.

Geometry Part A 1.0 (M33) 1 credit

This Geometry course is broken into semester compliments. Geometry 1A is the first segment of a traditional course broken into a two-part yearlong course. Transformations including rotations, reflections, translations, and glide reflections and coordinate geometry will be used to establish and verify geometric relationships. Students will be introduced to the study of points, segments, triangles, polygons, circles, and solid figures. Emphasis will be placed on the description and use of inductive, deductive, and intuitive reasoning skills.

Geometry Part B 1.0 (M34) 1 credit

This course is the required Geometry Part A compliment for course completion and credit. Geometry-B is the second segment of a traditional course broken into a two-part yearlong course. Students will continue their comprehensive look at the study of geometric concepts including proofs, parallel and perpendicular lines, the coordinate plane, triangles, quadrilaterals, polygons, circles, trigonometry, congruence and similarity, surface area, volume and transformations.

Plane Trigonometry (M49) 1 credit

This course extends topics and concepts of Algebra II. Students must have a thorough knowledge of Algebra and Geometry. Emphasis is placed on applications and is a prerequisite for Calculus. Topics include: right triangle trigonometry, trigonometric functions and identities, radian measure and the unit circle, graphing trigonometric functions, triangles and vectors, polar coordinates, complex numbers, and parametric equations

Pre-Calculus (M51) 1 credit

This Pre-Calculus course will include exponential, power, polynomial, rational, logarithmic, and piece-wise functions, along with trigonometric functions and their inverses. Students investigate and explore mathematical ideas using methods that help them gain a deep understanding of fundamental concepts, develop multiple strategies for analyzing complex situations, and acquire appropriate technological skills. Students analyze situations verbally, numerically, graphically, and symbolically.

Probability & Stats (M38) 1 credit

Prob/Stat part 1: This Math course covers probability, including applications of the counting theory. Students will learn and be able to perform activities including simulation of probability models using current technology, analysis of games of chance, reliability theory, decision theory, applications of Bayes theorem, and distribution theory. Prob/Stat Part II: This Math course introduces statistics topics that include many real-world applications. Students will learn techniques necessary to run a statistical test for a final project. Students will also gather and organize data, and then analyze and interpret this data incorporating skills learned throughout the semester. This course combines the two half credit Prob/Stat courses I & II.

Probability & Stats I (M36) 0.5 credit

This Math course covers probability, including applications of the counting theory. Students will learn and be able to perform activities including simulation of probability models using current technology, analysis of games of chance, reliability theory, decision theory, applications of Bayes theorem, and distribution theory.

AP Calculus AB (M61)/ Conc & Context of Calculus (M54) 2 credit

This Math course builds on students' experience with functions and introduces the basic concepts and skills of calculus. Students will investigate and apply the properties of polynomial, exponential, and logarithmic functions; broaden their understanding of the mathematics associated with rates of change; and develop facility with the concepts and skills of differential calculus as applied to polynomial, rational, exponential, and logarithmic functions.

This is a college level Math class with college level expectations. Students will learn limits, continuity, derivatives of functions, the definite integral, and their real-world applications. Topics will include products, quotients, parametric functions, the calculus of exponential and logarithmic functions, the calculus of growth and decay, algebraic calculus techniques for the elementary functions, and the calculus of average, extreme, and vector motion. Students investigate and explore situations graphically,

numerically, and symbolically. Participation in AP professional development is required to teach an AP course.

AP Computer Science ULM (M67) (full year)

Teacher	Mr. Daniel Navarro
Email (pref)	daniel.navarro@dc.gov
Telephone	(202) 939 7700
Room	A407
Why should I take this course?	<ul style="list-style-type: none">• Learn how to program games and apps in Java• Learn how to represent and manipulate (scientific, business) data in digital form.• Build skills in logical thinking and technical problem solving.
Course website	http://www.mrdanny.navarro.com

Overview In this Advanced Placement course, students learn how to think like a computer scientist, practicing logical problem solving and algorithm design. We study the fundamental of data representation, as well as classic algorithms (including sorting, searching, and recursion) and data structures. The course also includes non-programming topics, including database design, command line computer operation, networking and the history of computing. This course counts for Upper Level Math credit, and should not be confused AP Computer Science (V41) in the Career and Technical Education field.

Topics include:

1. Command line interaction
 2. Boolean expressions
 3. Number systems
 4. Algorithm Design
 5. Graphics
 6. History of Computing
 7. Networks
 8. Databases
-
1. Java syntax and style
 2. Data types and operators
 3. Conditional logic
 4. String processing
 5. Iteration
 6. Functions and Arrays
 7. Object Oriented Programming
 8. Input, output and error handling
 9. Inheritance and interfaces
 10. Two dimensional arrays
 11. Sorting algorithms

12. Searching algorithms
13. Recursion
14. Lists, sets and maps

Misc

Capstone 11 (Y71) 0.5 credit

Junior Capstone is a class designed to provide juniors with the structure, time, and guidance for the college search and to compile necessary materials for the application process. Students are expected to demonstrate their readiness to take the next step into the professional world of college and careers through their Graduation Readiness Advisory Board (GRAB) Binders.

Capstone 12 (Y72) 0.5 credit

The Capstone Project Seminar has been designed to provide seniors with the structure, time, and guidance to complete their Senior Capstone Project. The Senior Capstone Project is required of all seniors. The purpose of the Capstone Project is for students to demonstrate their readiness to take the next step into the professional world of college and careers, and provide students an opportunity to make a link between the learning in their personal research and other subjects.

In order to complete this project, students will select a topic or issue that reflects their interests and passions, conduct research with the help of an advisor and outside mentor, and develop a product of genuine use to themselves and others. The product is presented before an audience and available for display during Senior Exhibition Night.

Because seniors are just one step away from college, training, or work, this class is designed to develop the skills of independent learning, goal setting, and time management. Once the student's project proposal has been accepted and their weekly plans have been approved, the student will have the opportunity to pursue guided independent research inside and outside the classroom.

Internship 0.5 (W16) 0.5 credit

This course provides career preparation within specific occupational areas in cooperation with area business, industry, and government/community agencies. Students will attend scheduled seminars and experience on-the-job training under actual working conditions. 0.5 CU is provided for a minimum of 60 hours of seminar and training time.

Internship 1.0 (W17)

This course provides career preparation within specific occupational areas in cooperation with area business, industry, and government/community agencies. Students will attend scheduled seminars and

experience on-the-job training under actual working conditions. 1.0 CU is provided for a minimum of 120 hours of seminar and training time.

Music

MUSIC COURSES LEVEL 1

General Music (U13) .5 credits 9 weeks - Fulfills Graduation Requirement

Students should request to be in this course. Students will learn the fundamentals of music theory as well as important aspects of music history. Students present musical projects that show proficiency in the fundamentals of music in order to receive credit for graduation.

Piano Lab 1 (UF8) 1 Credit 18 weeks - Fulfills Graduation Requirement

Students should have taken U13, U14 or passed 8th Grade General Music with a B or higher prior to enrollment in this course. Piano lab I is a course that emphasizes the fundamentals of technique and skill building on the piano. The course also teaches students how to bring mindfulness and focus to each practice session. The culminating experience of the course allows students to select a piece of their choice to perform at a piano recital.

Show Choir (UE5) 1 Credit 18 weeks - Fulfills Graduation Requirement

Students should audition prior to enrollment in this course. Show Choir I is a performance-based class which will include Solo and Ensemble performances based on Contemporary and Musical Theater compositions.

Bach to Rap (U14) .5 Credit 9 weeks - Fulfills Graduation Requirement

Students should have taken U13 prior to enrollment in this course. Students will learn song-writing skills, advanced music theory, composition and music history. Students will learn music from the Baroque period of Bach to present day and compose their own arrangements of selected music. Students will also learn the basics of using music composition software and technology to create music.

U35 Orchestra I

U36 Orchestra II

U37 Orchestra III

U38 Orchestra IV

1 Credit each 36 weeks - Fulfills Graduation Requirement

Students have no prerequisite for Concert Band I but must take each course after that in sequential order.

U25 Concert Band I

U26 Concert Band II

U27 Concert Band III

U28 Concert Band IV

1 Credit each 36 weeks - Fulfills Graduation Requirement

Students should audition prior to enrollment in this course. Students have no prerequisite for Concert Band I but music take each course after that in sequential order.

U25 Concert Choir I

U26 Concert Choir II

U27 Concert Choir III

U28 Concert Choir IV

1 Credit each 36 weeks - Fulfills Graduation Requirement

Students must audition for Concert Choir 1 but can take each course after that in sequential order.

Marching Band IA (UB1) 0.5 credit

This music course provides opportunities to study/perform marches and military/corps music. It prepares students to participate in parades, competitive drills, and ceremonies. Easy to intermediate level marching band repertoire and marching techniques will be used. Students will apply the fundamentals of instrumental music, articulate standard band literature, and execute basic marching band techniques and maneuvers in traditional 8 to 5 Corps Style. This is a 0.5 credit course and is partnered with UB2. Approval by the Director of Music is needed for a school to schedule.

Marching Band IB (UB2) 0.5 credit

This music course provides opportunities to study/perform marches, military, and other primarily corps style music. It prepares students to participate in parades, competitive drills, and ceremonies. Easy to intermediate level marching band repertoire and marching techniques will be used. Students will apply the fundamentals of instrumental music, articulate standard band literature, and execute basic marching band techniques and maneuvers in traditional 8 to 5 Corps Style. This is a 0.5 credit course and is partnered with UB1. Approval by the Director of Music is needed for a school to schedule.

Marching Band IIA (UB3) 0.5 credit

This music course introduces new skills in the study/performance of marches and military/corps music. It prepares students to participate in parades, competitive drills, and ceremonies. Intermediate level marching band repertoire and marching techniques will be used. Students will apply the fundamentals of instrumental music, articulate standard band literature, and execute basic marching band techniques and maneuvers in traditional 8 to 5 Corps Style. This is a 0.5 credit course and is partnered with UB4. Approval is needed by the Director of Music for a school to schedule.

Marching Band IIB (UB4) 0.5 credit

This music course introduces new skills in the study/performance of marches and military/corps music. It prepares students to participate in parades, competitive drills, and ceremonies. Intermediate level marching band repertoire and marching techniques will be used. Students will apply the fundamentals of instrumental music, articulate standard band literature, and execute basic marching band techniques and maneuvers in traditional 8 to 5 Corps Style. This is a 0.5 credit course and is partnered with UB3. Approval is needed by the Director of Music for a school to schedule.

Marching Band III (U90) 1 credit

This music course introduces new skills in the study/performance of marches and military/corps music. It prepares students to participate in parades, competitive drills, and ceremonies. Intermediate to proficient level marching band repertoire and marching techniques will be used. Students will apply the fundamentals of instrumental music, articulate standard band literature, and execute basic marching band techniques and maneuvers in traditional 8 to 5 Corps Style.

Percussion Ensemble I (UJ1V) 1 credit

This music course teaches students to perform on their instruments at the beginning level. Students will care for and maintain instruments properly, apply techniques for good tone production, and execute correct playing posture. Students will also execute diaphragmatic breathing, interpret symbols for standard notation of music, perform the B flat concert scale and arpeggio, tune instruments to concert pitch, and perform exercises and music from beginner methods books. Students may possibly participate in the city-wide adjudicated solo and ensemble festival.

MUSIC COURSES LEVEL 2

Piano Lab 2 (UF9) 1 Credit 18 weeks - Students should have taken UF8 prior to enrollment in this course. Piano lab II is the second level of UF8 Piano lab I. This course will not only emphasize the fundamentals of technique and skill building on the piano as in UF8 but will allow for higher level of musicianship that will also result in the culminating experience to perform at a piano recital.

Show Choir 2 (UE6) 1 Credit 18 weeks - Students should have taken UE5 prior to enrollment in this course. Show Choir II is a performance-based second level class which will include Solo and Ensemble performances based on Contemporary and Musical Theater compositions.

MUSIC COURSES LEVEL 3

Ear Training I & AP Music Theory (U57/U62) 2 Credits - Year long commitment paired with another semester course. Prerequisites required - At least 2 credits in music coursework prior to year long commitment. The AP Music Theory course corresponds to two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills including dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the learning process. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.

Navy JROTC

NJROTC Curriculum Description

Naval Science 1 (R05) 1 credit

PURPOSE: To introduce students to the meaning of citizenship, the elements of leadership, and the value of scholarship in attaining life goals; promote an awareness of the importance of a healthy lifestyle, including physical fitness, a proper diet, and controlling stress; drug awareness; provide the principles of health and first aid, geography and survival skills and an overview of Naval ships and aircraft. These elements are pursued at the fundamental level.

COURSE CONTENT: Includes introduction to the NJROTC program; introduction to Leadership, Citizenship and the American Government; introduction to Wellness, Fitness, and First Aid to include diet, exercise and drug awareness, introduction to Geography, Orienteering, Survival and Map Reading Skills; Financial Skills and introduction to the U. S. Navy.

Naval Science 2 (R06) 1 credit

PURPOSE: To build on the general introduction provided in Naval Science 1, to further develop the traits of citizenship and leadership, and to introduce cadets to the technical areas of naval science and the role of the U. S. Navy in maritime history and the vital importance of the world's oceans to the continued well-being of the United States.

COURSE CONTENT: Includes ongoing instruction into Leadership; introduction to Maritime History, including the American Revolution, Civil War, the rise of the U. S. to world power status, World Wars 1 and 2, the Cold War Era and the 1990s and Beyond; introduction to Nautical Sciences to include Maritime Geography, Oceanography, Meteorology, Astronomy, and Physical Sciences.

Naval Science 3 (R07) 1 credit

PURPOSE: Broaden the understanding of students in the operative principles of military leadership, the concept and significance of teamwork, the intrinsic value of good order and discipline in the accomplishment of objectives, and the importance of sea power and national security. Students gain a more in-depth knowledge of Naval ships and aircraft and an introduction to marine navigation and seamanship.

COURSE CONTENT: Includes instruction in Sea Power and National Security, Naval Operations and Support Functions, Military Law, and International Law and the Sea. Provides introduction to Ship Construction and Damage Control, Shipboard Organization and Watch Standing, Basic Seamanship, Marine Navigation, and Naval Weapons and Aircraft. Ongoing instruction in leadership, citizenship and discipline.

Naval Science 4 (R08) 1 credit

PURPOSE: Focused primarily on practical leadership techniques and implementation. The intent is to assist seniors in understanding leadership and improving their leadership skills by putting them in positions of leadership, under supervision, then helping them analyze the reasons for their varying degrees of success throughout the year. Classroom activities include seminars, reading assignments,

classroom presentations, and practical work with younger cadets. Seniors are mentored/guided in their preparation for life after high school to include college preparation, scholarship applications, and the variety of choices that are available to them.

COURSE CONTENT: Includes instruction in theoretical and applied aspects of leadership, training, and evaluation of performance. Students will become aware of the techniques used to create motivation, develop goals and activities for a work group, and the proper ways to set a leadership example. Students are provided access to ACT/SAT prep courses, guidance in selecting a college and pursuing available scholarships, and mentoring in establishing long range life goals.

Health and Physical Education

DANCE COURSES

Dance Technique I (P86) 0.5 credit

This Dance Technique I course helps students learn the beginning skills of dance while improving their technique, poise, self-confidence, and creative ability.

Modern Dance 1 (P61) 1 Credit 9 weeks - Fulfills Graduation Requirement

This Modern Dance I course provides instruction in fundamental modern dance techniques, locomotors, and sustained and percussion body movements. Students will learn about the muscle groups for appropriate body alignment and execution of basic ballet for body conditioning. Students will also research and discuss dance as an aesthetic art form. Students will be able to create and perform dance improvisation or compositions appropriate to their level.

Modern Dance 2 (P62) 1 Credit 9 weeks - Fulfills Graduation Requirement

This Modern Dance II course presents a program of intermediate dance skills appropriate for the acquisition of a vocabulary of body movements. Students will explore: sound, line, pattern, form, space, shape, rhythm, time, and creative choreography. Students will study and review selected choreographers and movement styles. Muscle conditions, care, and prevention of dance injuries will be discussed. Note: With approval of instructors, students may be exempted from Modern Dance I. Level of dance proficiency and performance must be demonstrated. Students should request to enroll in this class.

Modern Dance III (P63) 1 credit

This Modern Dance III course is the advanced level of modern dance based on the Horton Technique, an intensive approach toward specific movement skills designed by Lester Horton to fortify, stretch, lengthen, and reshape the body while enhancing concentration, competency of placement, and dynamics. Students will be able to apply an emotional and social consciousness to their work as dancers.

Health Education (P26) 0.5 credit

This Health Education course provides learning experiences related to health concepts and safety practices in the maintenance and improvement of body efficiency, including: health skills in coping with life situations; sexual behaviors that result in HIV, AIDS, or other STDs; consumer concerns; environmental health; family life; mental and emotional health; injury prevention and safety; nutrition and personal health; prevention and control of disease; alcohol, drugs, and tobacco; and an introduction to cardiopulmonary resuscitation (CPR) skills. Students will be able to analyze their own eating habits and make recommendations for improvement, explicate the impact of drug use and abuse on the body, create a plan for home safety, and investigate issues related to human sexuality.

Physical Ed I: Team Sports (P23/NP4) 0.5 credit

This course is designed to have students perform more complex motor movements. Students will continue to participate in physical activity following a schedule for at least four times a week. Students will explore sports and physical activities that they find interesting and would continue to pursue into adulthood. If appropriate, this course is intended for students with disabilities who attend full-time classes, otherwise it is expected that the students will attend physical education classes with their non-disabled peers.

Physical Ed II: Individual Sports (P27/NP6) 0.5 credit

This is a physical education course that continues to fine tune students' motor movements and physical tasks. Students will engage in solo physical activities including tumbling and/or gymnastic moves. Students will continue to increase their level of fitness by following a predetermined fitness routine. Students will also learn and appreciate that physical activities can be for enjoyment as well. If appropriate, this course is intended for students with disabilities who attend full-time classes, otherwise it is expected that the students will attend physical education classes with their non-disabled peers.

Science

Biology (S21) 1 credit

This science lab course is designed to develop and enhance students' comprehension and appreciation of life. Students will study evolution, reproduction, development, biotechnology, and ecological relationships in the environment. Students will be able to demonstrate an understanding of the study of life through the completion of an individual or group project.

Chemistry (S31) 1 credit Graduation Requirement: Lab

This science lab course emphasizes the study of chemistry and the skills necessary to investigate properties of matter and energy. Students will learn how to apply these skills in order to demonstrate an understanding of the relationship between matter and energy. Students will be able to use and interpret the periodic chart, apply gas laws, use stoichiometry, and prepare solutions.

Physics I (S41) 1 credit Graduation Requirement: Lab

This science lab course provides an introduction to physics. Students will be able to demonstrate an understanding of the physical universe by exploring the laws of nature through hands-on activities and laboratory exercises.

Environmental Science (S03) 1 credit Graduation Requirement: Lab

This Environmental Science course teaches a scientific approach to the study of environmental issues. Students will learn their role in environmental management through hands-on activities based on topics such as ecosystems, biochemical cycles, and natural resources.

Anatomy & Physiology (S17) 1 credit Graduation Requirement: Lab

This science elective gives students an in-depth look at the anatomy and physiology of man. Students will learn about the structure and function of the human body systems. Students will be able to understand the relationship between the structure and function of the body and how homeostasis is maintained within it.

AP Biology (S23)/ Microbiology (S22) 2 credit Graduation Requirement: Lab

This A.P. science course is designed to be the equivalent of freshman college biology. Students will study biochemistry, genetics, information coding and transfer, organism behavior, and evolutionary ecology. This course should be scheduled with Advanced Biology Lab (S63).

This science elective is designed for students to explore microbiology in depth. Through primarily laboratory activities, students will gain an understanding of how to grow, handle, and experiment with microorganisms. Students will be able to demonstrate an understanding of the historical advances in microbiology and how these advances have led to our understanding of the biochemistry and genetics of microorganisms, especially pathogenic microorganisms.

AP Chemistry (S33)/ Lab Techniques (S56) 2 credit Graduation Requirement: Lab_

This A.P. science course is designed to be the equivalent of freshman college chemistry. Students will demonstrate an understanding of such topics as the quantum mechanical atom, periodic relationships, and bonding forces. This should be scheduled with Advanced Chemistry Lab (S65). Participation in AP professional development is required to teach an AP course.

This science elective trains students for health careers in medicine, dentistry, veterinary medicine, and related fields. Students will be able to demonstrate an understanding of theoretical and practical laboratory experiences related to these fields.

AP Physics (A42)/ Conc of Physical Science (S57) 2 credit Graduation Requirement: Lab

This science lab course teaches essential concepts of physics. Students will be able to demonstrate an understanding of mechanics, electricity and magnetism, sound, and light.

Science CTE

Honors Intro to Engineering Design (ST1) 1 credit Graduation Requirement: Lab

This honors course is the first course in the Engineering and Electro-Mechanical career pathways. This sequence of courses prepares students for a career in the engineering profession. This course uses the "Project Lead The Way" curriculum, and is focused on design techniques. The students use computer-aided design software, perform research and analysis, as they work in teams on problems with global and human impact. Students will learn problem-solving skills using a design development process.

Hon Principles of Engineering (ST2) 1 credit Graduation Requirement: Lab

This honors course is the second course in the Engineering and ElectroMechanical career pathways. This sequence of courses prepares students for a career in the engineering profession. This course uses the "Project Lead The Way" curriculum. Students will continue their exploration of design with a focus on using physical principles, beginning with simple machines and culminating with ballistics.

Social Studies

AP US History School (HP1)/ AP US Government (HQ3) 2 credit

This Social Studies course prepares students for intermediate and advanced college social studies courses. It is taught with college-level texts, and preparation for the A.P. test will be an integral part of the course. Students will learn to assess historical materials--their relevance to a given interpretive problem, their reliability, and their importance--and to weigh the evidence and interpretations presented in historical scholarship. The course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. Participation in AP professional development is required to teach an AP course.

District of Columbia History & Government (HC9) .05 credit

This social science course examines the major events in Washington, DC's history, particularly in relationship to the students' past learning of American history. Students will study the creation of Washington, DC and the subsequent historical developments of the capital city of the United States. Students will also study major influences, including slavery, war, emancipation, Reconstruction, urbanization, civil rights, and home rule.

Introduction to Street Law (HJB) 1 credit

This Social Studies elective is the first part in the two-part Street Law program. The course introduces students to foundational legal concepts relating to individual rights and responsibilities and the U.S. legal system. Students will

learn about U.S. court systems and processes, criminal law, criminal procedure, and constitutional and human rights, among other topics. 1.0-credit version. For use in first semester in 4x4 schedule-format schools only.

Principles of US Government School (HC8) 0.5 credit

This Social Studies course applies knowledge gained in previous years of study to a deeper understanding of the institutions of American Government. In addition, students draw on their studies of world and American history and geography and other societies to compare differences and similarities in world governmental systems today. This course is the culmination of the social science classes designed to prepare students to address society's problems, to understand and participate in the governmental process, and to be a responsible citizen of the United States and the world.

US History & Geography: Gilded Age to Present School (HC7) 1 credit

This Social Studies course reviews the settlement of the colonies and the American Revolution, westward expansion, the Civil War, and Reconstruction. Students will examine the major turning points in American history from the Industrial Revolution through the 20th century. Students will evaluate the effect on major national developments of the expanding role of the federal government and the federal courts; the balance of power between the right of the individual and states' rights; the continuing struggle between minority rights and majority power; the emergence of a modern corporate economy; the impact of technology; and the role of the United States as a major world power.

World History & Geography II: Modern World School (HC6) 1 credit

This Social Studies course introduces tenth graders to world history and geography during the modern era. Students will study the development and changes of complex civilizations from approximately 1750 to the present. Students will be able to apply their understanding of the historic as well as the contemporary geographic, social, political, and economic consequences of the various areas and problems they review as they relate to the French Revolution, the Industrial Revolution, the Rise of Imperialism and Colonialism, World War I, Totalitarianism, World War II, and Nationalism.

World History & Geography I: Middle Ages School Level: (HC5) 1 credit

This Social Studies course introduces ninth graders to world history and geography during the medieval and early modern eras. Students will study the development and changes of complex civilizations, identify and explore the similarities and patterns of these civilizations, and analyze ways that concurrently developing civilizations affected each other. Major eras and trends of study include: developments during the Middle Ages of the Islamic, Chinese, Japanese, sub-Saharan, European, Andean, and Mesoamerican civilizations; the Golden Age of the Ottoman Empire; the Renaissance and Reformation; colonialism; Scientific Revolution; the Age of Political Revolutions; and the transAtlantic slave trade. Student learning will be shaped by an understanding of the historic and contemporary phenomena through the categorical lenses of social, political, religious, intellectual, technological, economic, and environmental thought. Projects and activities throughout this course will reflect the skills expectations of rote, reasoning, reflection, and research. Additionally, the five themes of geography (location, movement, region, place, and human-environmental interaction) will be integrated so that students better understand the relationship between geography and the development of civilizations.

AP Human Geography (HQ1) 1 credit

In Advanced Placement Human Geography, students gain a deeper perspective about the human population in order to determine how it has influenced our planet and its various cultures. The course concentrates on a development of an understanding of cause and effect and an awareness of why things are the way they are. This course provides a systematic study of human geography including the following topics: population growth, immigration & migration, folk & popular culture, world languages & religions, agricultural patterns, and city growth models. Spatial relationships will be utilized at different scales ranging from the local to the global. The course will instruct students how to use and interpret maps, data sets and geographic models.

AP Comparative Government and Politics (HQ9) 1 credit

This course introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures, policies, and political, economic, and social challenges among six selected countries: **Great Britain, Mexico, Russia, Iran, China, and Nigeria**. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues.

World Languages

French I (L11) 1 credit

This French course develops learners' ability to communicate about themselves and their immediate environment in all four language skills (listening, speaking, reading, and writing). The course emphasizes listening comprehension skills so that learners can function in a variety of real-world situations. Learners study the following themes: student life, social life, family life, community life, geography, history, and the cultures of the French-speaking world. The expected proficiency level is Novice Low-Mid, as described in the American Council on the

French II (L12) 1 credit

This French course continues to develop learners' listening and comprehension skills. It emphasizes students' ability to communicate orally and in writing, and interpret aurally. Learners practice communication skills in order to function in real-life situations, using simple language structures and a range of vocabulary. Learners study the following themes: school life, healthy living, personal history, travel, geography, history, and the cultures of the French-speaking world. The expected proficiency level is Novice Low-Mid, as described in the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

French III (L13) 1 credit

This French course continues to develop and refine learners' proficiency in all four language skills (listening, speaking, reading, and writing). At this level, learners expand vocabulary and idiomatic expressions in the context of everyday interactions and social relationships. Learners gain a deeper understanding of the world around them as they study the following themes: future plans, freedom and responsibility, change and expansion, global communities, geography, history, and cultures of the French-speaking world. The expected proficiency level is

Novice High-Intermediate Low, as described in the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

AP French Language & Culture (L15) 1 credit

The AP French Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension, vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course promotes both fluency and accuracy in language use, and teaches students to not overemphasize grammatical accuracy at the expense of communication. Learners engage in cultural exploration of both contemporary and historical contexts. The course develops learners' awareness and appreciation of tangible cultural products (e.g., tools, books, music); intangible cultural products (e.g., laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions that underlie both practices and products). The coursework provides learners with opportunities to perform Intermediate to Advanced level tasks, as described in the ACTFL Proficiency Guidelines.

Chinese I (L73) 1 credit

This Mandarin Chinese course develops learners' ability to communicate about themselves and their immediate environment through all four language skills (listening, speaking, reading, and writing). It emphasizes listening-comprehension as well as oral use of basic language structures and vocabulary within the context of real-world situations. Learners study the following themes: student life, social life, family life, community life, and the cultures of the Mandarin Chinese-speaking world. The expected proficiency level is Novice Low to Mid, as described in the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

Chinese II (L74) 1 credit

This Mandarin Chinese course continues to develop learners' Proficiency through all four language skills (listening, speaking, reading, and writing). Learners practice skills to function in real-life situations using simple language structures and a range of vocabulary. Students study the following themes: school life, healthy living, personal history, travel and the cultures of the Mandarin Chinese-speaking world. The expected proficiency level is Novice Mid, as described in the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

Chinese III (L78) 1 credit

This Mandarin Chinese course further develops and refines learners' Proficiency through all four language skills (listening, speaking, reading, and writing). At this level, learners expand their vocabulary and knowledge of idiomatic expressions in the context of everyday interactions and social relationships. Learners gain a deeper understanding of the world around them, progressing from concrete to abstract concepts as they study the following themes: future plans, freedom and responsibility, growth, change and expansion, global communities, and the cultures of the Mandarin Chinese-speaking world. The expected proficiency level is Novice Mid to High to Intermediate Low, as described in the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

Spanish I (L61) 1 credit

This Spanish course develops learners' ability to communicate about themselves and their immediate environment in all four language skills (listening, speaking, reading, and writing). It emphasizes listening comprehension skills in order to function in a variety of real-world situations. Learners study the following themes: student life, social life, family life, community life, geography, history, and the cultures of the Spanish-speaking world. The expected proficiency level is Novice Low-Mid, as described in the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

Spanish II (L62) 1 credit

This Spanish course continues to develop learners' listening and comprehension skills. It emphasizes the ability to communicate orally and in writing, and interpret aurally. Learners practice communication skills in order to function in real-life situations using simple language structures and a wider range of vocabulary. They study the following themes: school life, healthy living, personal history, travel, geography, history, and the cultures of the Spanish-speaking world. The expected proficiency level is Novice Low-Mid as described in the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

AP Spanish Language & Culture (L65) 1 credit

The AP Spanish Language and Culture course takes a holistic approach to language proficiency, recognizing the complex interrelatedness of comprehension, vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course promotes both fluency and accuracy in language use, and it teaches students to not overemphasize grammatical accuracy at the expense of communication. Learners explore culture in both contemporary and historical contexts. The course develops learners' awareness and appreciation of tangible cultural products (e.g., tools, books, music); intangible cultural products (e.g., laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions that underlie both practices and products). The course work provides learners with opportunities to perform Intermediate to Advanced level tasks, as described in the ACTFL Proficiency Guidelines.

AP Spanish Literature & Culture (L56) 1 credit

The AP Spanish Literature and Culture course is designed to introduce learners to the formal study of a representative body of literature, written in Spanish, from Spain, Latin America and the United States. The course provides learners with ongoing and varied opportunities to develop proficiency in Spanish across a full range of skills, with an emphasis on critical reading and analytical writing. It also encourages learners to reflect on the many voices and cultures included in a diverse body of literature written in Spanish. The coursework allows students to perform Intermediate to Advanced level tasks and beyond, as described in the ACTFL Proficiency Guidelines.

Spanish Heritage Language I (L57)

This Spanish Heritage I Language course is designed for high school heritage language learners (HLL). Learners develop their Spanish proficiency across three communicative modes: interpersonal (interactive communication); interpretive (receptive communication), and presentational (productive communication). Learners apply communication skills in order to function in real-life situations, using complex language structures and a wide range of vocabulary. They gain a deeper understanding of the world around them as they study the principal theme of my world (mi mundo), and the following subthemes: my identity, my past time, my rich culture, and the richness of my community (mi identidad, mi tiempo de ocio, mi riqueza cultural y la riqueza de mi comunidad).

Learners explore the cultures of target regions of Spanish-speaking countries. The expected proficiency level is Intermediate, as described in the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

Spanish Heritage Language II (L58)

This Spanish Heritage Language II course is designed for heritage language Learners (HLL). Learners refine their Spanish proficiency across three communicative modes: interpersonal (interactive communication); interpretive (receptive communication), and presentational (productive communication). Learners continue to learn how to function in real-life situations by using complex language structures and expanded vocabulary, idiomatic expressions, and colloquialisms in the context of everyday interactions and social relationships. Learners deepen their understanding of the world around them as they study the principal theme of our world (nuestro mundo) and the following subthemes: our identity, our past time, our heritage, and our artistic world (nuestra identidad, nuestro ocio, nuestra herencia y nuestro mundo creativo). Learners explore the cultures of targeted regions of Spanish-speaking countries. The expected proficiency level is Intermediate, as described in the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

Italian I (L31) 1 credit

This Italian course develops learners' ability to communicate about themselves and their immediate environment in all four language skills (listening, speaking, reading, and writing). It emphasizes listening comprehension skills so that learners can function in a variety of real-world situations. Learners study the following themes: student life, social life, family life, community life, geography, history, and the cultures of the Italian-speaking world. The expected proficiency level is Novice Low-Mid, as described in the American Council Foreign Languages (ACTFL) Proficiency Guidelines.

Italian II (L32) 1 credit

This Italian course continues to develop learners' listening and comprehension skills. It emphasizes the oral and written communication, as well as aural interpretation. Learners practice communication skills in order to function in real-life situations using simple language structures and a range of vocabulary. Learners study the following themes: school life, healthy living, personal history, geography, history, and cultures of the Italian-speaking world. The expected proficiency level is Novice Low-Mid, as described in the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

Italian III (L33) 1 credit

This Italian course continues to develop and refine learners' proficiency in all four language skills (listening, speaking, reading, and writing). At this level, learners expand their vocabulary and command of idiomatic expressions in the context of everyday interactions and social relationships. Learners gain a deeper understanding of the world around them as they study the following themes: future plans, freedom and responsibility, change and expansion, global communities, geography, history, and the cultures of the Italian-speaking world. The expected proficiency level is Novice High-Intermediate Low, as described in the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

AP Italian Language & Culture (L36) 1 credit

The AP Italian Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension, vocabulary usage, language control, communication strategies, and cultural awareness. The AP Italian Language and Culture course promotes both fluency and accuracy in language use, and teaches students to not overemphasize grammatical accuracy at the expense of communication. Learners engage in cultural exploration of both contemporary and historical contexts. The course develops learners' awareness and appreciation of tangible cultural products (e.g., tools, books, music); intangible cultural products (e.g., laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions that underlie both practices and products). The course work provides learners with opportunities to perform Intermediate to Advanced level tasks, as described in the ACTFL Proficiency Guidelines.

Arabic I (L91) 1 credit

This Arabic course develops learners' ability to communicate about themselves and their immediate environment in all four language skills (listening, speaking, reading, and writing). It emphasizes listening comprehension skills in order to function in a variety of real-world situations. Students study the following themes: student life, social life, family life, community life, geography, history, and the cultures of the Arabic-speaking world. The expected proficiency level is Novice Low-Mid, as described in the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

Arabic II (L92) 1 credit

This Arabic course continues to develop learners' listening and comprehension skills. It emphasizes the learners' oral and written communication skills, as well as their aural interpretation abilities. Learners practice communication skills in order to function in real-life situations using simple language structures and a range of vocabulary. Learners study the following themes: school life, healthy living, personal history, and travel in addition to the geography, history, and cultures of the Arabic-speaking world. The expected proficiency level is Novice Low-Mid, as described in the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

Weighted Courses

The courses below have been designated as weighted college level courses. In calculating the grade point average of students who have successfully completed any of these courses, the following point values shall be assigned to the course(s).

A = 5 Points

B+ = 4.4 Points

B = 4 Points

C+ = 3.4 Points

C = 3 Points

D+ = 1.4 Points

D = 1 Point

F = 0 Point

Weighted Advanced Placement Courses

AP English Language & Composition

AP English Literature & Composition

AP Spanish Language & Culture

AP Spanish Literature & Culture

AP French Language & Culture

AP Chemistry

AP Physics I

AP Biology

AP Calculus AB

AP Statistics

AP Computer Science

AP Music Theory

AP Studio Art 2D Design

AP Studio Art 3d Design

AP Studio Art Drawing

AP US History

AP Government & Politics

AP Human Geography

AP Comparative Government

Early College Program

ECHS is a partnership between CHEC and local Colleges such as the University of District of Columbia, Georgetown University and George Washington University.. CHEC students have the opportunity to earn college credit and be exposed to college courses while in High School.

World Culture Program

Math Science Business Academy (MSB)

The goal of the MSB academy is to create a collaborative learning environment that is driven by scientific inquiry, entrepreneurship, and technology to solve complex social and economic problems. To develop the MSB virtues of academic integrity, confidence, self-discipline, and commitment in graduates who are critical thinkers, clear communicators, and ethical leaders.

MSB students are interested in career fields related to medicine, nursing, engineering, computer science, finance, accounting, business, hospitality and more. Courses and internships related to these career fields are offered for MSB students to further develop their knowledge and exposure to their career interest.

MCA Academy